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| **Technology Integration for Meaningful Classroom Use** |
| Daily Lesson GAME Plan |

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| **Lesson Title:** Creating an Online Graphic Organizer | **Related Lessons:** Is Hunting a Sport? |
| **Grade Level:** 6th | **Unit:** Opinion Essay |

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| **GOALS** |
| Ohio Writing Processes Content Standards:  6.1: Determine audience and purpose for self-selected and assigned writing tasks.  6.5: Clarify ideas for writing assignments by using graphic organizers.  6.17 Prepare writing for publication that is legible, follows an appropriate format, and uses techniques such as electronic resources and graphics.  . |

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| **ISTE NET-S** |

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| X 1.Creativity and innovation | X 4.Critical thinking, problem solving, decision making |
| X 2.Communication and collaboration | X 5.Digital Citizenship |
| X 3.Research and information fluency | X 6. Technology operations and concepts |

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| Instructional Objective(s):  Students will present an argument for or against hunting as a sport. They will work in teams to investigate the positive and negative aspects of hunting and choose a position on the topic. Teams may reorganize at this point and construct online graphic organizers to summarize research results and positions on the topic. These organizers will be posted to student blogs for teacher and student review or comments. Individuals will then create a Power Point presentation to express and summarize their opinions. All students will perform mock presentations prior to presenting to the class for evaluation. |

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| **ACTION** |
| Before-Class Preparation:  Students will have completed the reading of *Woodsong*, by Gary Paulson. Students have Webspiration accounts for online graphic organizers and have a basic knowledge of how to interact with the software. Students have already completed a basic course in creating Power Point or digital storytelling presentations. The teacher will emphasize and review the basics of web research and student blog pages have been established. |

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| **During Class** |

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| **Time** | **Instructional Activities** | **Materials and Resources** |
| 20 minutes    15 minutes  90 minutes  15 minutes  90 minutes  135 minutes  45 minutes  90 minutes | Students will discuss Paulson’s opinions on hunting and why they changed over the course of the book, *Woodsong*. The class will then discuss hunting as a need versus hunting as a sport.  Students will review the proper use of the internet and how to validate web sites and information. Whole class instruction will be utilized for this review exercise.  Students will remain in their classroom groups of four to conduct research on the topic of hunting. They will utilize a bookmarking site, such as Delicious, to tag the information that they find. They will also paste site information or research into a Word document, which will be saved in their district server accounts.  Students will review their research and establish an opinion on the topic of hunting as a sport. Are they in favor of it or against it? They will then reorganize groups so that they are homogenous in opinion.  Students will work in groups of two to four to create an online graphic organizer, Webspiration, to support their opinions on the topic. All graphic organizers will be posted to their blogs for teacher review.  Individual students will create Power Point or digital story-telling presentations that establish their positions on the topic, while utilizing picture, video, and music files.  Students will present their Power Point or digital story-telling presentations to their groups for practice and for peer review. Any changes in content or timing will be critiqued.  Students will present their Power Point or digital story-telling Presentations to the class and for teacher evaluation. | The text*, Woodsong*, by Gary Paulson.  Smart Board  Web browser and Smart-Board.  Computers, Web browser, and an online bookmarking site such as Delicious.  Also Microsoft Word.  Research notes, computers, access to student server accounts.  Computers, Webspiration, Kidblog, Smart Board.  Computers, Smart Board, Power Point software, digital story-telling software, assessment rubric.  Computers, Power Point software, digital story-telling software, Smart Board, assessment rubric.  Computers, Power Point software, digital story-telling software, assessment rubric. |

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| **MONITOR** |
| Ongoing Assessment(s):  Students should be able to collaborate within groups to locate information on the internet in an efficient way. The productive stages of these activities will provide the teacher with opportunities to identify areas of difficulty that may require additional attention. Student grouping may have to be altered due to class semantics and to promote student cohesiveness.  Accommodations and Extensions:  In order to customize the activity for diverse students’ learning, students will have access to online resources, streaming videos, and books from the library. Students will work in groups of two to four as they conduct their research in order to develop their collaboration skills. All Individual Education Plan (IEP) accommodations will be followed. |

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| **EVALUATION** |
| Lesson Plan Reflections and Notes:  The students will create online graphic organizers and Power Point presentations to express their opinions on Hunting as a Sport. Each group’s graphic organizer will be posted on our classroom blog to share and for comments. The completed assignment is assessed with the use of a rubric that addresses each component including participation. |